DOCUMENT RESUME

ED 289 931 UD 025 943

TITLE Education and Community Renewal: Regents Policy and Service Models.
INSTITUTION New York State Education Dept., Albany. Educational Research Services Unit.
PUB DATE Sep 87
NOTE 39p.
PUB TYPE Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Economically Disadvantaged; Educational Improvement; *Educationally Disadvantaged; *Education Service Centers; Elementary Secondary Education; Governing Boards; Models; School Business Relationship; *School Community Relationship; *School Role; Social Services
IDENTIFIERS New York

ABSTRACT

Environmental and institutional barriers faced by individuals and families living in economically distressed areas prevent them from benefiting from education to the same degree as other populations. A high level of economic and social distress is associated with high dropout rates. To help institutions to more effectively address the needs of disadvantaged people, the New York State Board of Regents adopted, in 1985, a policy statement which underscored the role of schools in cooperating with other human service providers on this issue. The Regents specifically called for the use of schools as bases of operation for the delivery of comprehensive services. Suggestions for these services include the following: (1) human services for students and their families which address the out-of-school causes of low performance; (2) academic support services available on a 12-month basis; and (3) educational services targeted toward hard-to-serve or special populations. This document contains the text of the Regents' policy, a list of potential funding sources, and two annotated bibliographies. (VM)

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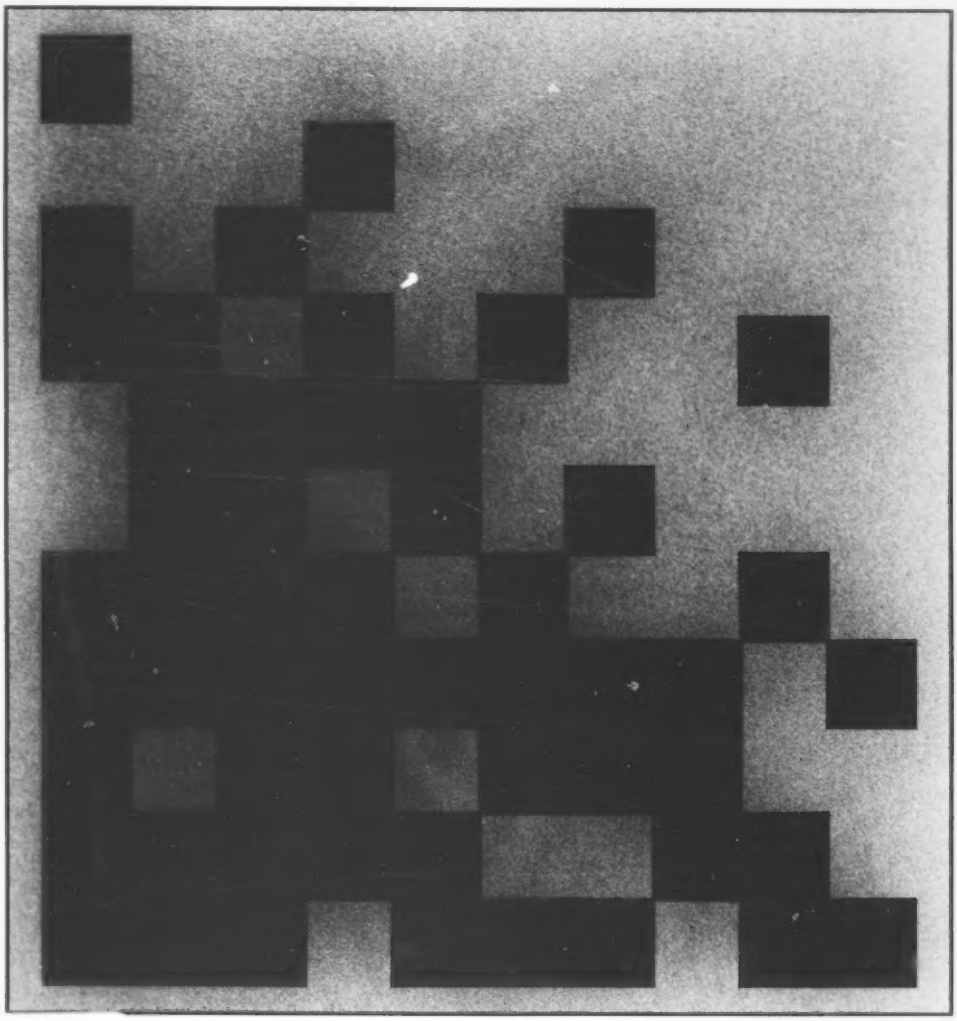
EDUCATION AND COMMUNITY RENEWAL

REGENTS POLICY AND SERVICE MODELS



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The University of the State of New York / THE STATE EDUCATION DEPARTMENT
Educational Research Services Unit / Albany, New York 12234

September 1987

EDUCATION AND COMMUNITY RENEWAL: REGENTS POLICY AND SERVICE MODELS

This publication contains the Regents policy statement on Education and Community Renewal adopted in November 1985; a list of potential funding sources to implement school-based delivery systems; an annotated review of selected articles on school responsiveness to the changing needs of the community; and summaries of research literature related to the components of the service delivery system included in the Regents policy.

The University of the State of New York/**THE STATE EDUCATION DEPARTMENT**
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September 1987

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Foreword

Environmental and institutional barriers faced by individuals and families living in economically distressed areas often prevent them from benefiting from education to the same degree as other populations. It is very difficult for this population to have access to and benefit from the educational system. Physical, social and economic conditions in these distressed areas frequently inhibit an individual's effective participation in the educational as well as the employment arena. In New York City, for example, the seven community school districts having the highest level of economic and social distress also have the highest dropout rates in the City. And distressed communities in our rural areas are characterized by their large proportion of adults who have not graduated from high school.

Schools have to expand and transform their traditional educational functions in order to improve student access and success. In response to the need for institutional innovation required to more effectively address the educational needs of individuals and families living in distressed areas, the Board of Regents in November 1985 adopted a policy statement on **Education and Community Renewal: The Role of Schools in Addressing the Needs of Economically Distressed Areas**. The Regents policy statement analyzed the need and underscored the role of schools in cooperating with other human service providers in order to address the host of interrelated social, physical and economic problems faced by youth and their families in economically distressed communities.

The Regents specifically called for the use of schools as bases of operation for the delivery of services in distressed communities where student performance is jeopardized by community conditions. Schools were envisioned as comprehensive service sites designed to marshall existing community resources in addressing those problems and as a way of promoting successful educational performance. Each school would provide an array of community services, serve as a locus for both educational and community activities, and act to support and strengthen informal social structures within the community.

The Regents policy statement is based on the premise that out-of-school socioeconomic conditions, while not the only ones involved, often are at the root of poor academic performance. Improvement of out-of-school conditions is, therefore, as crucial to the success of individuals in distressed areas as the improvement of in-school conditions. Schools must address both internal and external conditions comprehensively. To do so, the Regents policy calls for schools to develop the following service components, using the school site as a base of operations:

- Human services for students and their families designed to address the out-of-school causes of low performance and dropping out. Examples of these services are dental and health clinics, nutrition programs, drug rehabilitation and prevention programs, day care services and after-school programs, and career counseling for youth and adults;
- Academic support services available on a 12-month, extended week, morning-to-evening basis. Examples of these services are instructional programs with more time-on-task for curricular activities, tutoring, mentoring, intergenerational support services and related activities, after-school events and programs, business/industry volunteer programs, and parent/teacher/counselor conferences; and
- Educational services targeted toward hard-to-serve or special populations such as preschool children, unemployed adults, the elderly, pregnant teenagers, and others. Examples of these services are pre-kindergarten programs, high school equivalency programs, adult basic education programs, English-as-a-second Language, skills training for youth and adults, and occupational training for the elderly.

The Regents policy advances a comprehensive educational strategy to address the needs of distressed communities. The strategy is primarily designed to concentrate education resources in schools within these communities and to stimulate active collaboration with State and local programs designed to further local economic development. The development of initiatives to collaborate with programs such as the Governor's School and Business Alliance, the New York State Economic Development Zones program, and local job programs under the Job Training Partnership Act are explicitly contemplated within the Regents policy framework. Since limited funds are available to distressed communities to address their comprehensive needs, only collaboration can promote the most efficient use of scarce resources and enhance opportunities for individuals and families living in those communities.

This document is divided into four main sections. The first

section is the Regents policy statement on **Education and Community Renewal: The Role of Schools in Addressing the Needs of Economically Distressed Areas**.

The second section is a list of programs and potential funding sources to implement the Regents policy on school-based service systems. The list includes a description of the programs, funding availability and procedures, eligibility, and contact persons.

The third section, **The Role of Schools,** provides an annotated review of selected articles demonstrating how schools in the United States have changed over time and how education has responded to the diverse and changing needs of the community. Summarized in this selection are articles which discuss the evolution of the educational system from the 18th century to the late 1970's and 1980's. Additional bibliographical references on the role of education are included at the end of the section for those who may wish to pursue this topic further.

The fourth section, **Elements of a School-Based Service System,** summarizes articles related to the basic elements of the service delivery system included in the Regents policy. These elements fall under the broad categories of coordination, educational components, and support services. Selected case illustrations of the activities that can be developed in these service systems are summarized. Following the annotated review, additional bibliographical references related to the basic elements of the service delivery system are also listed.

This document has been designed as a reference tool to be used by a variety of practitioners in the development of school-based service delivery systems. Principals, school teachers, district superintendents, counselors and leaders of community-based organizations represent the primary audience for whom this material is intended. While the document does not provide for an exhaustive bibliographic review of all relevant literature, it does summarize a well-rounded selection of background articles, and hopefully will prove useful to professionals who confront these issues on a daily basis.

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I.

Regents Policy Statement — Education and Community Renewal: The Role of Schools in Addressing the Needs of Economically Distressed Areas

Need and Response

Many individuals and families in New York State are afflicted by a multitude of problems that prevent their participation in modern American society. Often it is the same disadvantaged individuals and families who simultaneously suffer from a wide range of health, economic and social problems. Unemployment, poverty, incarceration, malnutrition, and dependency on public welfare are part of everyday life for these persons and their families. The problems of these individual families and communities are extremely diverse. They represent a continuum of need ranging from illiteracy and inability to seek, find and hold jobs, to a broad array of economic, physical, and social ills.

Such individuals share a common dependency on society to meet basic economic, physical, and social needs of daily life. Neighborhoods and families have traditionally provided support structures that assist individuals in meeting many of these needs. It is precisely the family and neighborhood structure that is weakened in these communities, requiring the infusion of outside assistance to meet basic needs. In these areas, physical, social and economic decay makes it extremely difficult for individuals to break away from the well-known cycle of poverty and its related ills.

Unemployment is the major problem in economically distressed areas. In spite of the State's economic development strategy, most efforts to address unemployment in acutely distressed areas have not been successful. Even upswings in the economy, which do cut down on unemployment, usually do not increase job opportunities for those who are most in need. Part of the reason is that current programs generally approach unemployment as an isolated issue without recognizing that it is associated with multiple problems.

Although the poverty generated by unemployment is at the core of these multiple needs, employment strategies alone are not sufficient: the community is not able to sustain the required investments, and individuals are not able to cope with the strictures of the job market. Strategies that view education or training or human services as the sole answer are equally ineffective. The need is diverse and comprehensive. A host of conditions must be addressed concurrently for any of them to improve, including unemployment. The basic economic strategy must be one of development for increased employment. Disadvantaged persons must be given an opportunity to be trained for participation in the work force in order to diminish public expenditure and maximize economic development. Concurrently, it is necessary to address the social needs of disadvantaged individuals, families, and communities so that they may have a realistic opportunity to participate in the economy.

Unemployment and its accompanying conditions are not spread throughout the State in a uniform manner. Need is concentrated in specific areas and on specific economic and racial or ethnic groups. A disproportionate share of these problems is found in urban ghettos and in isolated rural areas. It is distressed areas such as the South Bronx and Bedford-Stuyvesant that show the greatest concentration of need in terms of hundreds of thousands of individuals, their troubled families, and largely ineffective community support structures. The ghetto thus provides a ready-made clientele for the wide range of services needed. Although ethnic and racial minorities are concentrated in economically depressed areas, the issue at hand is not one of targeting strategies to any particular group, but in addressing the depressed economic status of the community.

Society has not been unmindful of these problems. To address some of them, a broad array of human services is supported by federal, state and local resources. But, these resources are overwhelmingly directed to meet individual needs by way of individual entitlement, ignoring the fact that the community at-large is also at risk and unable to support the individual in the use of available resources. As addressing the unemployment needs of individuals without addressing their social and physical needs is insufficient, so also is targeting individual needs without addressing the wide array of needs of at-risk communities.

At the present time, these resources are dispersed among a wide variety of different agencies and organizations within a community. Those who are most in need often lack access to information about available programs and services. The sharing of resources, planning and referrals among service providers has been minimal. As a result, those who are most in need, by and large, have not been able to benefit from services

that exist within their community. The difficulties many individuals experience in gaining access to needed services in their community pose a critical problem for their readiness for employment. Not knowing how or when to get advice and assistance, many give up without any prospect of successful employment.

A Comprehensive Approach

In response to the need for greater coordination of services for disadvantaged, unemployed youth and adults, community renewal service systems should be established in inner-city and in rural areas. A system would be comprised of one or several comprehensive service sites devoted to more effectively linking specific needs with existing community resources. Many of the components are available, but need to be coordinated into a comprehensive service system.

Each service site would have a twofold purpose:

- to provide facilities for many community services, thereby offering "one-stop shopping" for individuals in need of diverse services; and
- to serve as a locus for strengthening community activities and mediating informal social structures within the community.

In pursuing this twofold strategy, community renewal service sites would offer the following services to the residents of these areas:

1. Serve as an initial access point for most-in-need youth, adults, and families to receive information and individualized assistance, including information about local employment opportunities and job outlook, education and training programs, and human services. This would include advisement, skills assessment, placement and referral where such services are not provided by other agencies in the community.
2. Provide co-location facilities, where possible, for many community services, thereby offering "one-stop shopping" and a common locus for an array of community, educational, employment, cultural and social service agencies to serve disadvantaged, unemployed youth and adults.
3. Provide day care and after-school services to enable working parents, especially single heads of households, to obtain work. Whenever a school is the service site, the school building would provide a logical place for day care and after-school latchkey services as it offers the safest and most programmatically desirable space for such services.
4. Work with local youth agencies to offer special activities during the day and evening as part of the service program. Encourage the participation of community-based organizations that provide after-school support activities for youth.
5. Promote educational achievement through intergenerational learning. Since the values which support a person in sustained employment are, to a great extent, transmitted through family and neighborhoods, efforts to educate the children will be more successful if concurrent attempts are made to involve parents in the school and promote their use of available educational programs.
6. Identify and promote greater coordination and cooperation among local service providers and business and industry in the planning and delivery of specialized services. Service providers involved would be local education agencies, community-based organizations, testing assessment placement centers, private industry councils, educational opportunity centers, educational information centers, libraries, and a variety of human service providers.

Schools as Community Resources

Schools are ideal sites for community renewal services because, regardless of the physical condition of the environment, they are centers of activity within each community. Schools also provide a safe environment that is centrally located and well known in an area. In many disadvantaged areas, schools are the only viable institution. With declining enrollments, particularly in blighted areas, excess space is readily available in schools. Many schools operate less than one-third of the day for only part of the year while serving about one-fifth of the total population. Expanded use of school facilities during the evening, on weekends, and during the summer can open up new opportunities to meet the needs of the community. Locating programs in schools could be instrumental in building parent involvement, and in encouraging parents to take advantage of school-based adult learning services. Further, free or low rental costs would be an incentive for community agencies and organizations to locate services on-site. Expanded use of school facilities during and after-school hours can open up new opportunities for meeting the human services needs of the community.

Because of the nature of the educational process, schools are favorably positioned to bring together a variety of programs

ranging from adult education to child care services. In many areas, schools are the primary center around which many community activities revolve. Schools are sites for community meetings, and serve as centers for non-traditional activities such as non-degree course offerings in automotive repair, word processing, enrichment courses for the elderly, and many others.

The potential for using schools as community resources is highlighted by two public schools in New York State which were turned into pilot Community Education Resource Centers (CERCs):

> **C. S. 61 — Crotona Park East, South Bronx**. In 1981, C. S. 61 at Charlotte Street in the South Bronx, was slated to be closed. Crotona Park, across from the school, lay desolate and served as a haven for drug addicts. Today, C. S. 61 is one of the few viable institutions in Charlotte Street, serving as a focal point for the community: a settlement center provides counseling for parents and teenagers; Rican Theater uses the stage and, in exchange, they perform plays for the community; Goodwill Baptist Church provides teenagers with sports activities; and Gramercy Boys Club provides a dinner feeding program for children and youth. C. S. 61 has sponsored a Saturday health fair for the community and provides a host of medical, optical, nutritional and other health services for children and youth. School recreational facilities are now used year-round. ABE, ESL, high school equivalency preparation and vocational training, including word processing, are provided for adults. Community legal services are also provided in the school, as well as parent programs and services for teenage parents. Crotona Park has been renovated as a community project sponsored by C.S. 61. Nearly 300 South Bronx residents use the school each day.
>
> **The Elmira City School District Model**. Elmira schools offer a wide range of services and programs that highlight the role schools can play in providing resources to the community. Adult Basic Education and a wide variety of other educational, recreational, social and vocational programs are provided through cooperative initiatives of the Elmira City Schools, Corning Community College, Cooperative Extensions and the American Institute of Banking. Other services include a consumer opportunity program designed to help adults use their time, talents and resources to better advantage, and to provide consumer education to low income families. The Chemung County Business/Education Committee meets regularly with a view to improving communication and to developing school programs that provide career information for students. A program designed to address the needs of the elderly provides special benefits and discounts for those aged 60 or over and retired residents of Chemung County. Such benefits include free tuition to adult classes, admission to school-sponsored activities and discounts from over 100 businesses and organizations.

Community education resource centers are good examples of efforts that begin to address the issue of how schools may stretch their resources to serve their community. Although there is no one single model for building an efficient school-based community renewal system, these examples illustrate how school resources may be made available to the community.

The proposed school-based community renewal service concept would build on the success of these models while going one step farther by adding at least two key services: job-related activities for youth and adults; and day care and after-school latchkey services. Both of these components are part of a continuum of services needed to meet the full range of needs of individuals living in at-risk communities. Such services are essential to the main thrust of the school-based community renewal service concept. Schools would act as a catalyst in bringing together a comprehensive range of services to prepare most-in-need individuals in economically distressed areas whose economic, physical and social needs must be met for them to be able to benefit from education and employment opportunities. Within this framework, efforts would be directed at developing the capacity of schools to serve community renewal areas by coordinating basic literacy instruction, occupational training, job-related activities, and day care and after-school services with the school's more traditional activities, as well as with support services provided by other community organizations.

Elements of a School-Based Service System

Many elements of a school-based system are already available in schools and should be used to implement this concept. While schools as institutions can play a significant role in hosting school-based service systems, they are at the same time only part of a comprehensive delivery system. Schools in partnership with other service providers can play a significant role in developing comprehensive systems to address service needs in economically depressed areas.

Service systems in community renewal areas should reflect local goals and needs, particularly gaps which schools may

help bridge. Services must be as varied and diverse as the needs they address. Since capabilities differ from area to area, a common design for a school-based model is not advisable. Specific program elements may or may not be required in a given location depending on the community's needs, the school's capacities, and the services provided by other community groups and agencies.

Regardless of the diversity of the problems, all programs would include certain basic elements. These elements fall under the broad categories of coordination, educational components, and support services. This paper concentrates on coordination and educational elements.

The elements defined are based on programs that are currently in operation in a number of school districts statewide. They are presented to illustrate that many components are available in schools and to suggest that school-based service systems could be started using existing elements.

A. Coordination

The Regents recommend the creation of governing boards whose role would be to provide general policy guidelines and priorities for the development of the service system. Such boards would be helpful in developing ways in which the community may provide services or develop activities for the benefit of the clientele. Participation on the board should be provided for those sectors needed to operate the service system such as schools, parents, community-based organizations, business firms and councils, appropriate State and local agencies, as well as the population to be served in the community renewal area.

The service system should have a site coordinator who would ensure smooth and continuous day-to-day operation and responsiveness to the priorities established by the board. The coordinator, who need not be a school administrator, would have responsibility for assuring a collegial working relationship among participating agencies, providing for the efficient use of available facilities and resources, overcoming obstacles to the delivery of services, and assessing clientele perceptions of the way the service system meets their needs.

B. Educational Components

With the growing recognition that the problems of individuals and their communities cannot be compartmentalized, the service delivery system should address the educational and noneducational needs of community renewal areas. The educational components of the service system include elements that are already available to schools, such as: pre-kindergarten; day care and latchkey services; counseling, guidance, and job placement; dropout recovery programs; alternative instructional models; adult education programs; and linkages with the community.

1. **Pre-kindergarten, day care and latchkey services**

The need for day care services and pre-kindergarten educational programs is well established. The early years are critical for the sound development of children and as a foundation leading to competent and functional adulthood. Growing numbers of working parents require earlier and more extensive custodial services for their children. Pre-kindergarten, day care and after-school latchkey care are related services needed to meet related needs in community renewal areas. The services should have strong educational, recreational, nutritional, cultural and preventive health care components.

2. **Counseling, guidance and job placement**

Many individuals in community renewal areas lack the skills and information required to getting and keeping a job. Counseling, guidance and job placement are necessary elements in the continuum of services needed to become gainfully employed. Such services help individuals define their goals and priorities, assess their skills and deficiencies, and identify programs that will help prepare them for employment. Examples of programs that are available to provide such services are:

High School Equivalency Programs: External High School diploma programs, the General Educational Development program, Alternative High Schools, and variations of these programs provide assessment, advice and instruction to out-of-school persons leading to a high school credential.

Attendance Improvement/Dropout Prevention Program: as part of broad-based programs to keep students in school, this program provides guidance, work-study opportunities and alternative education classes for students who are at risk of dropping out of school in selected districts with severe dropout problems.

Job Placement: assistance to persons who have successfully completed education or training programs in preparing a résumé, and in developing interview skills. Additional services include maintaining and updating lists of job openings, and referring qualified candidates to employers listing vacancies.

3. **Instructional options**

The Regents support local initiatives and experimentation among educational institutions, employers, and the community to enhance learning by individuals who require alternative learning environments. These initiatives could include flexible academic scheduling, extended school hours, alternative schools, and nonstandard settings. Some of the available instructional options that may be provided by a schoolbased service system are:

Adult Basic Education: instruction in basic reading,

mathematics, speaking and listening to functionally illiterate adults and adults with limited English-speaking ability in preparation for the high school equivalency program.

High School Equivalency Program: instruction for taking the General Educational Development test to individuals without a high school diploma. Youths who are 19 years of age, or 17 or 18 and out of school for a year, or whose class has already graduated are eligible to take the GED test.

Alternative High Schools: may provide occupational training, work experience, general education, and citizenship education to students encountering difficulties in a regular high school setting by adapting the standard curriculum leading to a diploma.

English-as-a-second Language: instruction for individuals with limited English proficiency in listening, reading, oral and written communication. The program serves recent immigrants whose language is other than English and individuals who speak a language other than English at home.

4. **Dropout recovery**

The educational level needed to become self-supporting in today's economy is higher than ever before. As a consequence, the ability of dropout youth to obtain jobs is becoming increasingly remote. A school-based service system should have the capacity to incorporate dropout youth into educational and training programs leading to job placement.

To a greater or lesser degree, the examples listed above include a dropout recovery element by providing for adaptations of the high school curriculum to meet the needs of a population that has not been successful in the traditional school program. As these programs are operated, positive outreach efforts are made to recruit eligible persons. For example, the Auxiliary Services to the High Schools program in New York City uses telephone banks to bring recent dropouts into special sites to receive preparatory instruction for the GED test.

However, these efforts are insufficient to bring dropouts in contact with available alternative programs. Schools should more actively seek to bring dropouts back to alternative programs that acknowledge past failures of the regular school environment to keep these persons in school.

Schools should build on services already provided by articulating with support services provided by other agencies. Combinations of these services should be offered that are tailored to the needs of out-of-school youth. In doing this, schools should team up with community-based organizations that have expertise in providing services to dropout populations.

5. **Services to adults**

A changing economy requires a labor force equipped with the specialized skills that are needed for participation in a technological, service-oriented economy. Considerable segments of the adult population are excluded from the labor market at the prime of their productive careers as their skills are no longer appropriate to meet the needs of the market place. Examples of available programs that provide needed services to adults are:

Adult Basic Education High School Equivalency: instruction in basic reading, mathematics, speaking and listening to functionally illiterate adults and adults with limited English-speaking ability up to preparation for the high school equivalency program.

Vocational Education: program for providing entry-level skills to unemployed adults and for upgrading skills of employed adults to meet the needs of their present employment or to provide mobility to more advantageous employment. Instruction is provided to apprentices in areas related to their trades.

Firm-Specific Training: a program tailored to meet the training needs of businesses which want to locate or expand in the State or which are making use of new technologies.

Adult Independent Learner: a public library-based program that gives assistance to individual, independent, self-directed adults and young adults to locate appropriate learning opportunities and to develop individualized, self-directed learning projects.

6. **Services to the elderly**

The elderly population is growing faster than any other segment of the population in New York State, with the greatest growth occurring in the over-seventy-five age group. During the next three decades, the above-60 age group is expected to grow at fifteen times the rate of the population below 60 years of age. As a consequence, by the year 2010, there will be close to 4.1 million persons over 60 in New York State, in contrast with slightly over 3 million in 1980.

The aging process is often associated with discrimination in the job market, increasing need for services, particularly health and health-related services, and increasing costs coupled with decreasing disposable income.

Although it is recognized that the elderly need to remain socially and physically active to maintain good health, aging also typically implies an increase in time consumed by inactivity. Such inactivity is detrimental not only to the elderly but also to the com-

munity as a whole. Valuable skills, knowledge and experience need to be used productively by communities, especially those characterized by a severe lack of resources.

A school-based service system should sponsor comprehensive services to meet the needs of the elderly and to constructively involve the elderly in school activities. Some examples of existing programs are:

Practical Help in Caring for an Elderly Person in the Community: a "how to" curriculum to strengthen the ability of individuals to provide informal care for the elderly. The curriculum is offered to the elderly to increase their personal understanding of the aging process and to those who are or expect to be informal caregivers in the near future. (The curriculum is offered by colleges, church groups and other service organizations in local communities throughout New York State).

Mentor Programs: programs to make use of the services of talented senior citizens as mentors for high school students. (The program is being implemented in various school districts statewide: i.e., Herricks Central School District, Sweet Home Central School District, and New York City Community School District #2).

Gold Cards: a program offering senior citizens free tuition to adult courses and discounts of 10% or more from over 100 businesses and organizations. (It is being implemented at the Elmira Central School District).

School-Community Cooperative Model: senior citizen services staff provide health and housing services and the school district provides educational programs. (The model is being implemented at the Greece Central School District and at several districts in Long Island).

7. **Linkages with the community**

Community renewal areas are faced with scarce fiscal and human resources to implement development programs. On the other hand, service systems can only address the needs of the community if the community contributes its own resources and services. Realistically, many of these resources must originate outside the community renewal area via foundations, State programs, counties, and other units of local government.

Some ways in which communities can contribute to school-based systems are:

Community Resources Program: provides experiences to the service system clientele that include close observation and working on a one-to-one basis with community resource persons.

Training Opportunities in Local Firms: firms provide training opportunities for the clientele and develop a pool of qualified candidates for future employment openings.

Youth Employment Training: cooperative work-study programs developed by local business and schools to provide career awareness opportunities.

Volunteer Tutors: qualified individuals who help in the service system as tutors in special subjects to the more educationally disadvantaged clientele.

C. **Community Support Elements**

The ability of schools to bring in services offered by other agencies is a key element in the development of school-based service systems. Only by combining educational and noneducational services in a comprehensive manner can the system begin to address the host of needs that are typical of community renewal areas. Noneducational elements should be related to specific needs that affect individual and community effectiveness. Depending on the condition of the community, these elements might include activities to promote the positive attachment of youth to family, school and peer groups; recreational and cultural activities; health and health-related services; services to homeless and runaway youth; delinquency prevention, rehabilitation and aftercare services for youthful offenders; drug addiction and alcoholism prevention and treatment; and others.

The following services are offered as examples that may guide local administrators in seeking the cooperation of sponsoring State agencies and local public and private entities that operate the programs. Sponsoring State agencies are shown in parenthesis:

1. **Health services**

Health Clinics: provide a full range of school-based preventive and basic health care services to the school population. These programs, which combine State, federal, and local funds, offer non-threatening access to health care for adolescent students. They also reinforce good health and provide a link to the school health curriculum. (Education Department and Department of Health)

Drug Addiction and Prevention: school-based State-sponsored program integrates drug awareness and prevention which brings in liaison staff from local counseling programs. The program also disseminates extensive information and other drug-related educational materials. (Division of Substance Abuse Services)

2. **Employment services**

Work Incentive Program (WIN): this federally funded program provides employable ADC recipients with a range of services including job placement, employ-

ability assessment and occupational training activities. Clients enrolled in WIN activities may receive supportive services such as transportation, lunch, day care and training allowances. (Department of Social Services)

Training and Employment Assistance Program (TEAP): public assistance recipients are placed in on-the-job training programs in the private sector for a period of up to six months; the amount they would have received as a public assistance entitlement is diverted to the employer as a salary subsidy. Upon termination of the contract, trainees are transitioned to unsubsidized employment. (Department of Social Services)

3. **Youth support services**

Multidisciplinary Student Support Teams: teams representing various disciplines including, among others, health, juvenile justice, and mental health, assess the needs of high-risk students and their families on an individual basis. Customized treatment plans using school personnel are developed, with minimum outside referral. (Council on Children and Families)

School-to-Employment Program (STEP): State-funded program which provides economically disadvantaged youth with work experience while encouraging their completion of high school or participation in alternative educational activities. (Department of Labor)

Nurseries for Teen Parents: provide accessible school-based child care service for teen parents and at the same time promote return to school after child bearing. State and locally supported programs also offer educational opportunity for parental training and an opportunity for early detection of potential learning disabilities, extreme social disadvantage, and other health-related problems of the infant. (Department of Social Services)

Runaway and Homeless Youth (RHY): this program provides emergency shelter and crisis counseling for youth most vulnerable to victimization. The State Division for Youth provides 60 percent funding for emergency assistance efforts currently in force in 12 counties (with an additional two programs anticipated in the coming fiscal year). This shared funding program requires that at least one-half of the local share for program funding consist of tax levy dollar matching funds. (Division for Youth)

Youth Development and Delinquency Prevention (YDDP): this is the State Division for Youth's main prevention program directed at the general youth population and locally identified target populations. It provides 50 percent reimbursement funding to localities for various youth service and recreation projects. (Division for Youth)

Special Delinquency Prevention Program (SDPP): provides up to 100 percent State funding for community-based youth services targeted at youth at risk of further involvement with the justice system. Program proposals are generally submitted to County Youth Bureaus for initial approval and to ensure consistency with the priorities of the County Comprehensive Plan. (Division for Youth)

Suicide Prevention: State and locally sponsored program develops training techniques for teachers to enable them to screen potential suicide-prone youth in the school. Local mental health practitioners provide counseling and establish crisis intervention teams for at-risk students. (Office of Mental Health)

4. **Postsecondary education institutions**

Community colleges provide a myriad of services for adults wishing to pursue further studies, including extension courses for adults wishing to earn a degree or certificate; career workshops and related services for displaced homemakers; entrepreneurial training and consultant service for proprietors of small businesses; and retirement institutes dealing with problems of senior citizens.

Four-Year Colleges and Universities throughout the State assist in community development by using their faculty as well as their physical resources in courses designed to assist recent immigrant groups; tutorial and other services provided by college students in cooperative work experience and internship programs; and computer-based management and instructional services.

Funding Patterns

At the present time, there is no unique funding source available to support the development of school-based community renewal service systems. However, the issue at hand is not one of developing new funding. It is, rather, a demonstration of the need to coordinate available resources independently supporting different services, so that they may be incorporated as part of the larger, comprehensive, school-based delivery system. The thrust of the strategy is to provide a continuum of services in a common location or closely associated locations by bringing together partial resources available through a variety of funding sources.

Examples of this coordinated thrust are found in the match-

ing of resources required by the Job Training Partnership Act (JTPA) program; the linkage of the JTPA and the Vocational Education Act (VEA); the linkage of Adult Education Act (AEA) and JTPA funds to provide basic skills training in conjunction with occupational training programs sponsored by local JTPA Service Delivery Areas; the joint participation of secondary and postsecondary agencies under the VEA; and the school-to-employment transition programs for handicapped students which use resources available under the JTPA and the Vocational Rehabilitation Act.

An initial step in garnering funds in support of program objectives is to identify the needs of the target population. Some of these needs may be, for example, day care and after-school services, basic skills, occupational training, counseling or job placement. Having determined the service needs of the population within the community renewal area, the next step is to identify existing funding sources available to support given elements of the range of services required to meet identified needs. These sources should be ascertained through a review of federal, State and local education programs. This review would be instrumental in determining available funds, allowable services, participant eligibility and funding procedures.

Securing adequate educational funding alone will not be sufficient to address the full range of needs in the target population. A significant element in providing a comprehensive program is to establish a mosaic of services provided by education and other service providers. Extremely important components in this regard are support and maintenance services provided by public and private social service agencies. The essence of a successful funding strategy will be to devise a system whereby available State aid funds, categorical funds, and noneducational resources are directed in support of a school-based comprehensive delivery system.

Strategy for Action

School-based community renewal service systems are indispensable tools in achieving educational improvement in areas of social and economic distress. In these areas, schools must address nonschool problems in order to perform adequately their educational role in the community. The resulting educational improvements would be an essential element in the social and economic improvement of these areas. In order to develop ways in which schools may collaborate with other agencies in establishing and operating community renewal service systems, the Department will address five major purposes during 1986:

1. **Identification of community renewal areas and schools**
   Develop a methodology to systematically identify distressed areas having the most severe combination of educational, social and economic needs in the State. An identified area must be large enough so that the lessening of its educational, social and economic problems would constitute a significant improvement for the State, and yet small enough so that limited resources will be used effectively and the school-based service sites will be easily accessible to members of the community. Identification of communities that are most-in-need requires selection of appropriate indicators of need. Upon identification of these indicators, the Department should develop a methodology to depict the relative need of communities. A continuous review of community renewal areas should be undertaken in conjunction with similar efforts under way in the Governor's Office of Economic Development and other State agencies that seek to target economic development programs on areas of greatest need.

2. **Development of funding patterns**
   Identify statewide education programs available to support specific components of school-based community renewal service systems. Efforts should be made to target available resources to school-based projects in identified community renewal areas. Service systems should be funded with resources available through entitlement and competitive grants by coordinating existing programs. The Regents are aware that the Governor's Office and the Department have already targeted Job Training Partnership Act resources statewide via a competitive grant process to develop school-based delivery systems for most-in-need eligible clients, and urge the continuation and enhancement of this approach.

3. **Coordination with other agencies**
   Establish links with other State agencies and units of local government and their subsidiaries in implementing the school-based community renewal concept. As a result of this process, the Department would reinforce communication between schools and other service agencies in the community, promote the allocation of available resources, and provide technical assistance to school districts and other planning partners. The Regents are aware that the Department has been exploring options with the South Bronx Development Organization (SBDO), a not-for-profit corporation established by the City of New York in 1980 to formulate policy and to coordinate community renewal programs in the South Bronx. The Regents encourage contacts with similar entities statewide where both the need and the potential exist to develop school-based community renewal services.

4. **Development of new program proposals**
   Although the main thrust of school-based systems is the coordinated use of existing resources, it may be neces-

sary to prepare specific program proposals for legislative, administrative or Regents action in order to provide leadership or services not currently available. Such proposals should promote the role of schools as bases of operation for services in support of community renewal initiatives in distressed areas.

5. **Program implementation**

Development of models. Concurrently with the above steps, the Department should develop model projects as areas are identified, using resources that may be available through the Job Training Partnership Act and related sources. Such models should also explore ways in which School Improvement Program activities may be involved as part of the strategy for schools that sponsor community renewal services. Specifically, the following elements should be included:

a. Programs housed in the school that provide children and their families with services that focus on improving school performance, preparing younger siblings for school experiences, and increasing family support for education. Such services should increase children's chances of successfully completing school through grade 12.

b. Schools should be identified based on social, economic and educational indicators of need, and their ability to provide programs that effectively relate school work to after-school activities, and pilot programs that provide support to students and their families.

c. Techniques should be developed for managing information about students to better evaluate and focus support services and to offset losses caused by student mobility.

d. Pilot projects should have the following suggested traits:

- continuous use of school facilities beyond the regular day schedule for students and community;
- availability of school to students on the basis of 240-250 days per year;
- provision of services to students and families of students that improve school performance (after-school enrichment and remediation, special weekend and summer activities that "articulate" with curricula, e.g., pre-kindergarten, skills training for parents);
- computer-managed educational techniques to improve the delivery of services and education to highly mobile K-8 population;
- special emphasis on services to the elderly through an expanded use of school facilities throughout the year and the involvement of college and high school students.

Establishment of programs. Following the successful implementation of program models, the Department should establish a statewide program to develop school-based community renewal service systems in identified community renewal areas. Specific assignments should be made to Department units accountable for the development of this program. Because of the multiple aspects of the community renewal concept, special emphasis should be placed on the development of the appropriate coordination mechanisms.

II.

Potential Funding Sources for Schools and Local Education Agencies to Develop School-Based Community Renewal Service Systems

ADULT EDUCATION ACT

Activities:	*Classroom Instruction* – Adult basic education, English-as-a-second language, high school equivalency and life skills
Funding Availability:	1985-86 – $5.3 million 1986-87 – $7.1 million 1987-88 – $7.3 million
Participant Eligibility:	Least educated, most-in-need individuals 16 years of age and older without a high school diploma
Institutional Eligibility:	Local education agencies, BOCES, postsecondary institutions, community-based organizations and proprietary schools under certain conditions
Administrator:	State Education Department
Funding Procedure:	Competitive grants
Timeline:	RFP disseminated – January Grant awards – May
Contact Person:	Garrett Murphy, Director Adult and Continuing Education Programs New York State Education Department One Commerce Plaza – Room 1607 Albany, NY 12234 (518) 474-5808

EMPLOYMENT PREPARATION EDUCATION STATE AID

Activities:	*Classroom Instruction* – Adult basic education, English-as-a-second language, high school equivalency, life skills, job clubs and external high school diploma. Also included are regular high school classes that are credit-bearing, and secondary level occupational courses
Funding Availability:	1985-86 – $10.2 million 1986-87 – $14.0 million 1987-88 – $17.5 million

Participant Eligibility:	Undereducated, out-of-school individuals 21 years of age and older
Institutional Eligibility:	Local education agencies and BOCES
Administrator:	State Education Department
Funding Procedure:	Formula aid based on submitted applications
Timeline:	Applications disseminated – April Aid earned – May
Contact Person:	Garrett Murphy, Director Adult and Continuing Education Programs New York State Education Department One Commerce Plaza – Room 1607 Albany, NY 12234 (518) 474-5808

WELFARE EDUCATION PROGRAM

Activities:	*Classroom Instruction* – Adult basic education, English-as-a-second language, and high school equivalency
Funding Availability:	1985-86 – $4.5 million 1986-87 – $6.0 million 1987-88 – $8.0 million
Participant Eligibility:	Least educated, most-in-need individuals 16 years of age and older without a high school diploma who are also welfare recipients or meet certain low income standards
Institutional Eligibility:	Local education agencies and BOCES
Administrator:	State Education Department
Funding Procedure:	Local education agencies and BOCES apply for grants
Timeline:	Applications disseminated – April Grant awards – May
Contact Person:	Garrett Murphy, Director Adult and Continuing Education Programs New York State Education Department One Commerce Plaza – Room 1607 Albany, NY 12234 (518) 474-5808

MUNICIPAL ASSISTANCE CORPORATION LITERACY ASSISTANCE PROGRAM

Activities:	*Classroom Instruction* – Adult basic education, English-as-a-second language, and high school equivalency

Funding Availability:	1985-86 – $ 7.0 million 1986-87 – $10.0 million 1987-88 – $13.0 million
Participant Eligibility:	Least educated, most-in-need individuals 16 years of age and older without a high school diploma
Institutional Eligibility:	New York City Board of Education, City University of New York, New York City public libraries and community-based organizations
Administrator:	Literacy Assistance Center of the New York City Mayor's Office and the State Education Department
Funding Procedure:	Competitive grants
Timeline:	RFP disseminated – February Grant awards – July 1
Contact Person:	Garrett Murphy, Director Adult and Continuing Education Programs New York State Education Department One Commerce Plaza – Room 1607 Albany, NY 12234 (518) 474-5808

ATTENDANCE IMPROVEMENT/DROPOUT PREVENTION APPORTIONMENT PROGRAM

Activities:	*Support Services* – Counseling, remedial tutoring, computerized attendance information systems, parent activities, and student incentives
Funding Availability:	1985-86 – $28.0 million 1986-87 – $37.0 million 1987-88 – $37.1 million
Participant Eligibility:	Students at-risk
Institutional Eligibility:	All local education agencies with an attendance ratio below .9285, based on the 1982-83 school year (approximately 70 districts)
Administrator:	State Education Department
Funding Procedure:	Formula allocations to eligible local education agencies
Timeline:	Application dissemination – May Formula awards – July 15
Contact Person:	Karl Anderson, Associate Pupil Support Services New York State Education Department Education Building Annex – Room 362 Albany, NY 12234 (518) 474-6943

ATTENDANCE IMPROVEMENT/DROPOUT PREVENTION GRANT PROGRAM

Activities:	*Support Services* – Counseling, remedial tutoring, computerized attendance information systems, parent activities, and student incentives
Funding Availability:	1987-88 – $1.0 million
Participant Eligibility:	Students at-risk
Institutional Eligibility:	Rural and small city school districts and BOCES
Administrator:	State Education Department
Funding Procedure:	Competitive grants
Timeline:	RFP dissemination – late Spring Grant awards – late Summer
Contact Person:	Carl Friedman, Associate Pupil Support Services New York State Education Department Education Building Annex – Room 362 Albany, NY 12234 (518) 474-8790

VOCATIONAL EDUCATION ACT

Activities:	*Classroom Instruction* – Increase access for traditionally underrepresented groups to vocational education programs and improve vocational education program offerings
Funding Availability:	1985-86 – $48.0 million 1986-87 – $51.6 million 1987-88 – $53.9 million
Participant Eligibility:	Handicapped, disadvantaged, adults in need of training and retraining, single parents or homemakers, individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education and criminal offenders in correctional institutions
Institutional Eligibility:	Local education agencies and other secondary providers and postsecondary providers of occupational education
Administrator:	State Education Department
Funding Procedure:	Formula allocations and competitive grants
Timeline:	Application guidelines dissemination – November Formula and grant awards – July 1
Contact Person:	Robert Poczik, Director Occupational Training and Support Coordination New York State Education Department One Commerce Plaza – Room 1610 Albany, NY 12234 (518) 474-4809

COMMUNITY COLLEGE FTE AID

Activities: *Institutional aid* – Support community college operations

Funding Availability:
1985-86 – $249.0 million
1986-87 – $263.0 million
1987-88 – $279.5 million

Participant Eligibility: Full-time equivalent students

Institutional Eligibility: SUNY and CUNY community colleges

Administrator: SUNY and CUNY

Funding Procedure: State legislative appropriation

Timeline: SUNY:

- Local legislature approves community college budget – June/September
- Submitted to State University for technical review – Fall
- Aid is paid on quarterly basis

CUNY:

- Community colleges submit budgets to City University Board of Trustees – May/July
- City University submits budget to City of New York – September/October
- State Legislature determines aid – April1 of the following year
- City of New York approves budget – May of the following year

Contact Person: Local community college

SCHOOL AND BUSINESS ALLIANCE

Activities: *Classroom Instruction and Work Experience* – Reading, speech, mathematics and computer literacy as well as career exploration, and employment readiness skills development

Funding Availability:
1986-87 – $1.8 million
1987-88 – $1.2 million

Participant Eligibility: In-school, at-risk youth

Institutional Eligibility: Local education agencies with high dropout rates

Administrator: School and Business Alliance Task Force

Funding Procedure: Direct grants to eligible local education agencies

Timeline: Application materials and program guideline dissemination – May
Grant award – September

Contact Person: Saul B. Cohen, Co-Chairman
Governor's School and Business Alliance Task Force
11 W. 42nd Street – 21st Floor
New York, NY 10036
(212) 790-2490

SCHOOLS AS COMMUNITY SITES (formerly Education and Community Renewal Program)

Activities: *Education and Support Services* – Plan and manage both school and community resources especially in respect to extending the school day and year for instruction and supplementary services, including pre-kindergarten, parent education, and tutoring and mentor programs with college students, business and industry representatives and senior citizens

Funding Availability: 1986-87 – $500,000
1987-88 – $1.5 million

Participant Eligibility: School-age children and adults

Institutional Eligibility: Local education agencies and BOCES in economically distressed areas of the State

Administrator: State Education Department

Funding Procedure: Competitive grants

Timeline: (To be announced)

Contact Person: Garrett Murphy, Director
Adult and Continuing Education Programs
New York State Education Department
One Commerce Plaza – Room 1607
Albany, NY 12234
(518) 474-5808

JTPA – STATE EDUCATION COORDINATION AND GRANTS PROGRAM (8 PERCENT)

Activities: *Classroom Instruction* – Basic skills and school-to-work transition programs and firm-specific training

Funding Availability: 1985-86 – $10.0 million
1986-87 – $ 9.8 million
1987-88 – $ 9.6 million

Participant Eligibility: Economically disadvantaged youth and adults

Institutional Eligibility: Service delivery areas, local education agencies, BOCES, postsecondary institutions, proprietary schools, community-based organizations and appropriate government agencies. All agencies must meet the requirements of Commissioner's Regulations, Part 167

Administrator: State Education Department

Funding Procedure: 80 percent program – formula allocation
20 percent program – for model program grants to link school and business alliance schools with State economic development zones

Timeline: 80 percent program:
RFP dissemination – May 1
Grant awards – July 1

20 percent program:
Grant awards – September

Contact Person: Walker Crewson, JTPA Coordinator
New York State Education Department
Education Building Annex – Room 375
Albany, NY 12234
(518) 474-2465

JTPA – DIRECT ALLOCATIONS BY FORMULA FOR LOCAL PROGRAMS (78 PERCENT)

Activities: *Classroom Instruction and Work Experience* – On-the-job training, basic education, high school equivalency, job clubs, etc.

Funding Availability: 1985-86 – $97.9 million
1986-87 – $95.5 million
1987-88 – $93.7 million

Participant Eligibility: Economically disadvantaged individuals

Institutional Eligibility: Local education agencies, BOCES, postsecondary institutions, proprietary schools, community-based organizations and appropriate government agencies

Administrator: Service Delivery Areas

Funding Procedure: Formula allocations

Timeline: Allocation award notice to Service Delivery Areas – January/February
Formula awards – July 1

Contact Person: Carol June-Washington, Director
Grants Management
New York State Department of Labor
State Office Building #12 – Room 160
State Office Building Campus
Albany, NY 12240
(518) 457-0361

JTPA – TRAINING PROGRAMS FOR OLDER INDIVIDUALS (3 PERCENT)

Activities: *Job Training* – Job training programs, model demonstration programs and technical assistance

Funding Availability: 1985-86 – $3.6 million
1986-87 – $3.7 million
1987-88 – $3.6 million

Participant Eligibility: Economically disadvantaged individuals 55 years of age and older

Institutional Eligibility: Service Delivery Areas (SDAs) and private industry councils, area agencies on aging and other agencies or organizations within a service delivery area

Administrator: State Department of Labor and State Office for the Aging

Funding Procedure: Formula allocation and competitive grants

Timeline: Formula allocation award notice to Service Delivery Areas – Spring
RFP disseminated – November
Formula allocation and competitive grant awards – July 1

Contact Person: John Snyder, JTPA Project Coordinator
New York State Office for the Aging
Empire State Plaza
Building #2 – 4th Floor
Albany, NY 12223
(518) 473-5108

EQUIVALENT ATTENDANCE STATE AID

Activities: *Classroom Instruction* – Basic skills, life skills, GED test preparation, and secondary level occupational education

Funding Availability: 1985-86 – $3.3 million
1986-87 – $6.8 million
1987-88 – $7.8 million

Participant Eligibility: 16- to 21-year-old youth within the following breakdown:

- 16- to 17-year-olds – out-of-school and in-school youth who are behind in expected academic achievement towards a high school diploma; and
- 18- to 21-year-old out-of-school youth

Institutional Eligibility: Local education agencies and BOCES

Administrator: State Education Department

Funding Procedure: Formula aid based on submission of application

Timeline: Application disseminated – April 1
Aid earned – May 1

Contact Person: Garrett Murphy, Director
Adult and Continuing Education Programs
New York State Education Department
One Commerce Plaza – Room 1607
Albany, NY 12234
(518) 474-5808

PRE-KINDERGARTEN PROGRAM

Activities:	*Developmental Program* – Health and nutrition, social services, parent involvement, staff development and appropriate educational activities
Funding Availability:	1985-86 – $20.0 million 1986-87 – $22.0 million 1987-88 – $27.0 million
Participant Eligibility:	Three- and four-year old children who are economically disadvantaged, or have other indicators of disadvantagement
Institutional Eligibility:	Local education agencies and BOCES
Administrator:	State Education Department
Funding Procedure:	Competitive grants
Timeline:	RFP dissemination – May Grant award – September
Contact Person:	Mary Bondarin, Chief Child Development and Parent Education New York State Education Department Education Building Annex – Room 364 Albany, NY 12234 (518) 474-4947

SCHOOL-TO-EMPLOYMENT PROGRAM

Activities:	*School-to-Work Program* – "In-school component" – on-the-job training with an emphasis on private sector involvement, remedial tutoring, world-of-work and life skills "Out-of-school component" – GED preparation, basic skills and life skills
Funding Availability:	1985-86 – $5.0 million 1986-87 – $5.0 million 1987-88 – $7.7 million
Participant Eligibility:	Economically disadvantaged youth, as defined in JTPA legislation, 16 – 18 years of age
Institutional Eligibility:	"In-school component" – Service Delivery Areas "Out-of-school component" – Community-based organizations, public agencies, private business firms, labor unions and not-for-profit organizations
Administrator:	State Department of Labor
Funding Procedure:	Competitive grants

Timeline:	RFP dissemination – May Grant awards – July
Contact Person:	Carol June-Washington, Director Grants Management New York State Department of Labor State Office Building #12 – Room 160 State Office Building Campus Albany, NY 12240 (518) 457-0361
	State Education Department liaisons:
	"In-school component" – Margretta R. Fairweather, Director Child Development, Parent Education and Pupil Support Services New York State Education Department Education Building Annex – Room 362 Albany, NY 12234 (518) 474-5807
	"Out-of-school component" – Carol Jabonaski, Supervisor Adult and Continuing Education Program Development New York State Education Department One Commerce Plaza – Room 1607 Albany, NY 12234 (518) 474-8940

REFUGEE/ENTRANT ASSISTANCE PROGRAM

Activities:	*Economic Self-Sufficiency* – Employment (job placement, job development, follow-up), language training and vocational training (on-the-job training, work experience)
Funding Availability:	1985-86 – $3.9 million 1986-87 – $4.1 million 1987-88 – $2.8 million (projected)
Participant Eligibility:	Immigration status must be "refugee," "entrant," or "political asylee" in addition to age and income qualifications
Institutional Eligibility:	Public and private agencies
Administrator:	State Department of Social Services
Funding Procedure:	Competitive grants (two-year cycle)
Timeline:	RFP disseminated – December Grant awards – February

Contact Person: Bruce Bushart, Coordinator
New York State Refugee/Entrant Assistance Program
New York State Department of Social Services
40 North Pearl Street
Albany, NY 12237
(518) 432-2514

ADOLESCENT VOCATIONAL EXPLORATION PROGRAM

Activities: *Career Education* – Career exploration, counseling and classroom instruction

Funding Availability: 1985-86 – $1.8 million
1986-87 – $1.8 million
1987-88 – (to be announced)

Participant Eligibility: Youths, 14 to 17 years of age, who are "at risk" of becoming school dropouts, unemployed young adults or youthful offenders

Institutional Eligibility: Service Delivery Areas and community-based organizations

Administrator: State Department of Labor

Funding Procedure: Competitive grants

Timeline: RFP dissemination – April
Grant awards – May

Contact Person: Carol June-Washington, Director
Grants Management
New York State Department of Labor
State Office Building #12 – Room 160
State Office Building Campus
Albany, NY 12240
(518) 457-0361

State Education Department liaison:

Robert Poczik, Director
Occupational Training and Support Coordination
New York State Education Department
One Commerce Plaza – Room 1610
Albany, NY 12234
(518) 474-4809

SCHOOL-AGE CHILD CARE PROGRAMS

Activities: *Day Care Services* – Social, recreational and physical activities; opportunities for small group and solitary activity, for vigorous play interspersed with quiet, reflective activities and to read or be read to; special events, such as field trips and individual activities; art, music, drama, movement, cooking, experimenting and exploring; small group discussion groups and total group meetings, if appropriate; and study time and tutoring, if age-appropriate, and when needed

Funding Availability: 1985-86 – $300,000
1986-87 – $600,000
1987-88 – $600,000

Participant Eligibility: School-age children under the age of 14

Institutional Eligibility: Not-for-profit day care programs, other private not-for-profit corporations, organizations, school districts, local social services districts, or other governmental subdivisions

Administrator: State Department of Social Services

Funding Procedure: Competitive grants

Timeline: RFP disseminated – May
Grant awards – October, for programs to begin following June or September

Contact Person: Sharon Railey, Program Manager
School Age Child Care Programs
New York State Department of Social Services
488 Broadway – Room 401
Albany, NY 12243
(518) 474-3121

Council on Children and Families liaison:

Mabel Leon, Coordinator
School-Age Child Care Project
New York State Council on Children and Families
Empire State Plaza
Corning Tower – 28th Floor
Albany, NY 12223
(518) 474-6293

State Education Department liaison:

Mary Bondarin, Chief
Child Development and Parent Education
New York State Education Department
Education Building Annex – Room 364
Albany, NY 12234
(518) 474-4947

NUTRITION EDUCATION AND TRAINING

Activities: *Classroom Instruction* – Nutritional value of foods and the relationship between food and health; teacher training in sound principles of nutrition education; school food service personnel in food service and in nutrition knowledge

Funding Availability: 1985-86 – $306,086
1986-87 – $302,595
1987-88 – $302,595 (projected)

Participant Eligibility:	Teachers, food service personnel and children in public schools, private non-profit schools and public and private residential child care institutions
Institutional Eligibility:	Public schools, private non-profit schools and public/private residential child care institutions
Administrator:	State Education Department
Funding Procedure:	Grants to select BOCES and New York City Board of Education to serve target populations
Timeline:	Application forms are available from the State Education Department throughout the year Grant awards – October 1 through September 30 (one-year cycle)
Contact Person:	Rebecca Gardner, NET Coordinator New York State Education Department Education Building Annex – Room 964 Albany, NY 12234 (518) 474-1491

FAMILY LIFE EDUCATION

Activities:	Technical assistance and training development activities involving staff, parents and community-based organizations. Home/school/community involvement process, resource dissemination and program development
Funding Availability:	1985-86 – $100,000 1986-87 – $350,000 1987-88 – $350,000
Participant Eligibility:	Students, adolescent parents, parents of students, school staff and board members, PTA and community organization members
Institutional Eligibility:	Local education agencies, BOCES and community-based organizations
Administrator:	State Education Department
Funding Procedure:	Grants to select BOCES and New York City Board of Education
Timeline:	Application forms are available from the State Education Department throughout the year Grant awards – July 1 to June 30 (one-year cycle)
Contact Person:	Carol Fairley Rubino, Supervisor Family Life Education Program New York State Education Department Education Building Annex – Room 964 Albany, NY 12234 (518) 474-1491

SCIENCE AND TECHNOLOGY ENTRY PROGRAM

Activities:	*Curriculum-Related* – Field trips and laboratory work as related to the scientific, technical and health-related fields as well as personal, academic, career and financial aid counseling
Funding Availability:	1985-86 – $500,000 1986-87 – $1.6 million 1987-88 – $6.6 million
Participant Eligibility:	Secondary school students in grades 7-12 who are minorities, historically underrepresented in scientific, technical and health-related professions, or economically disadvantaged
Institutional Eligibility:	Degree granting and professional schools or consortia of such institutions, located in school districts having a minority enrollment of at least 25 percent or located near such a district
Administrator:	State Education Department
Funding Procedure:	Competitive grants
Timeline:	RFP dissemination – January/February Proposal submission – March/April Grant awards – May/June
Contact Person:	Arthur Walton, Director Postsecondary Equity Access Programs New York State Education Department Cultural Education Center – Room 3025 Albany, NY 12230 (518) 473-6810

STRUCTURED EDUCATIONAL SUPPORT PROGRAM

Activities:	*Classroom Instruction and Support Services* – Basic educational skills, vocational skills and work maturity
Funding Availability:	1987-88 – $12.0 million
Participant Eligibility:	Disadvantaged 14- to 18-year-old in-school youth, with preference given to youths who are at risk of dropping out of school
Institutional Eligibility:	Community-based organizations, not-for-profit corporations, secondary educational institutions in counties of population of 150,000 or less, and postsecondary educational institutions
Administrator:	State Departments of Labor and Education
Funding Procedure:	Competitive grants
Timeline:	RFP dissemination – July Grant awards – August

Contact Person: Carol June-Washington, Director
Grants Management
New York State Department of Labor
State Office Building #12 – Room 160
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Albany, NY 12240
(518) 457-0361

Higher Education liaison:

Arthur Walton, Director
Postsecondary Equity Access Programs
New York State Education Department
Cultural Education Center – Room 3025
Albany, NY 12230
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Elementary, Secondary and Continuing Education liaison:

Robert Poczik, Director
Occupational Training and Support Coordination
New York State Education Department
One Commerce Plaza – Room 1610
Albany, NY 12234
(518) 474-4809

YOUTH-AT-RISK AND COMMUNITY PARTNERSHIP GRANT PROGRAM

Activities: *Prevention and Intervention Services* – Coordinate education and social services for at-risk youth focusing on the following activities: parent education; drug and alcohol abuse prevention and early intervention education; adolescent pregnancy prevention education; suicide prevention education; child abuse prevention education; nutrition education programs; preventive health services; activities to coordinate such education and prevention programs with related community efforts; activities to involve local law enforcement agencies in school-based alcohol and drug use prevention and intervention activities; and appropriate intervention, case management and referral services for children requiring such services

Funding Availability: 1987-88 – $7.0 million

Participant Eligibility: Youth at risk of not completing school

Institutional Eligibility: Local education agencies and BOCES

Administrator: State Education Department

Funding Procedure: Competitive grants (three-year cycle)

Timeline: RFP dissemination – late Spring
Grant awards – late Summer

Contact Person: John Soja, Supervisor
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Education Building Annex – Room 362
Albany, NY 12234
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Bernard McInerney, Associate
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PUPILS WITH COMPENSATORY EDUCATION NEEDS

Activities: *Remedial Instruction* – Compensatory educational services in reading, writing, mathematics or English proficiency

Funding Availability: 1987-88 – $40.5 million

Participant Eligibility: Pupils who score below the Statewide Reference Point (SRP) on the Pupil Evaluation Program (PEP) tests in reading and mathematics in grades three and six, and writing in grade five; pupils who score below the SRP on Preliminary Competency Tests (PCT) in reading and writing, and Regents Competency Tests (RCT) in reading, writing and mathematics; pupils in grades one, two and three who are found, through an acceptable, uniform screening procedure developed by the district and approved by the Commissioner, administered in conjunction with teacher evaluations, to have educational deficiencies in reading, writing or mathematics; or pupils who by reason of limited English proficiency score below a statewide reference point on an examination approved by the Commissioner and administered in English

Institutional Eligibility: City school districts of New York City, Buffalo, Rochester, Syracuse and Yonkers

Administrator: State Education Department

Funding Procedure: Formula aid – New York City
Formula and categorical aid - Buffalo, Rochester, Syracuse, and Yonkers

Timeline: Plan approved – September
Aid earned – September

Contact Person: James Sullivan, Chief
Educational Opportunity Programs
New York State Education Department
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(518) 474-1342

III.

The Role Of Schools: Annotated Bibliography

The role of education in the United States has changed over time. It has been transformed in response to the diverse and changing needs of the community.

Articles discussing diverse aspects of the evolution of the educational system are summarized in this section. Mario D. Fantini provides a comprehensive analysis of the evolution of the educational system from the 18th-century one-room schoolhouse to the early 1980's, from the division of labor model to the coordinative model. **An Evaluation of the Community Education Program** concentrates on the evaluation of community education programs during the 1960's and 1970's, and shows how schools responded to the diverse needs of the community. Nicholas Hobbs' article analyzes the new role played by the schools in the coordinative educational model. Willis D. Hawley addresses the need to recognize that schools are now serving a more diverse group of pupils than ever before, and argues that attempts to reduce the incidence of poverty have to be made if we are to improve the schools for all children. William DeJong and Dwayne E. Gardner discuss how community education, schools and other service providers have changed the types of services offered to meet the needs of an increasingly diverse clientele. Joseph Ringers discusses the opportunities for developing interagency services under the coordinative model. Finally, the report from the Educational Facilities Laboratories analyzes the nature and processes of community school centers as instruments in enhancing coordination for the provision of services, more efficient utilization of public funds and community renewal.

REFERENCE: Mario D. Fantini. "Changing Concepts of Education: From School System to Educational System," **Community, Educational, And Social Impact Perspectives.** Donna Schoeny and Larry E. Decker (eds.). Washington, D.C.: University Press of America, 1984, pp.25-45.

SUMMARY: Mario D. Fantini holds that education in the United States has always been a community activity. As such, its structure has evolved into a series of overlapping models of community education. The first model, a division of labor model, emerged in the agrarian economy of the 18th and early 19th century. Separate functions were performed by each community agency in the socialization and education of youth. All children learned together in a one-room schoolhouse, which emphasized the "3R's" and religious values.

According to Fantini, socioeconomic, political and cultural changes originating in the industrial revolution transformed the relationships among community institutions. As a result, a second model of community education developed: the delegation of labor model. Communities assigned a larger role to the schools as the traditional educational role of other institutions weakened during the 19th and early 20th centuries. Fantini maintains that the educational power of other agencies was still recognized but schools and professional educators came to be viewed as the community's educational center.

In spite of some major achievements, Fantini contends, the schools became overburdened with social and educational responsibilities. Schools attempted to provide solutions to all social problems, and programs became add-ons, developing in a makeshift manner rather than as part of a comprehensive system.

The economic and organizational limitations faced by the schools in the late 1970's and 1980's led to the recognition that the school cannot realistically "do it all." Fantini holds that schools are developing into a coordinative educational model in which schools see themselves as one institution among many in the community. This is a better coordinated system of education in which agencies and institutions in the community share responsibilities and develop cooperative programs.

REFERENCE: U.S. Department of Health, Education and Welfare. **An Evaluation of the Community Education Program: The Final Report.** Washington, D.C.: United States Government Printing Office, 1978.

SUMMARY: The 1930's saw the emergence of the concept of community schools. Community schools were to open their doors to the community for after-school, evening, weekend and summer activities, including recreational, vocational and enrichment activities. The concept of community schools was implemented during the 1960's and 1970's. **An Evaluation of the Community Education Program: The Final Report** discusses the nature and outcomes of the community education programs. Community Education (Public Law 95-561) provided that a public building, including but not limited to a public elementary or secondary school or a community or junior college, could be used as a community center. The center

was to be operated by a local educational agency in conjunction with other community organizations and local government agencies. Community education centers provided multiple services to address the needs, interests and concerns of the community served. Although there was no single, most effective model for implementation, community education programs proved very effective. According to the 1978 Federal evaluation, most community education programs surpassed their initial goals. The use of school facilities for community activities increased; services were used and valued by members of the community; citizen involvement in schools increased; cooperation between schools and other community agencies was enhanced; community support for the schools was intensified; and the programs positively affected local communities and individual members of the community.

REFERENCE: Nicholas Hobbs. "Family, Schools and Communities: An Ecosystem for Children," **Families and Communities as Educators.** Hope Jensen Leichter (ed.). New York: Teachers College Press, 1979, pp.192-202.

SUMMARY: Nicholas Hobbs analyzes the new role played by schools. He stresses that full participation by the child, family, school and community are essential to help children and communities in trouble. Schools alone cannot face the challenges of contemporary society. The main problems faced by communities are that: services to families and children are fragmented; coordination is almost nonexistent; duplication is the rule of the day; continuity of care is rarely achieved; and overhead costs are excessive. Public schools again are requested to fulfill a role that goes beyond their traditional educational responsibility. Schools should be made the locus of responsibility for the coordination of health and social services needed by families and communities to solve their interrelated problems. Hobbs maintains that several arguments in favor of this role for the schools can be made: schools are more accessible to the community and are more favorably regarded than other systems; the school system has a greater tradition of local control; and, school facilities are being underutilized. Sharing overhead with other service providers, schools could gain the resources needed to support the type of educational program required by contemporary society.

REFERENCE: Willis D. Hawley. "Improving Schools By Ending Poverty," **Education Week,** III, October 18, 1983. (Condensed in **The Education Digest,** April 1984, pp.20-22)

SUMMARY: Because one of the strongest findings in recent social science research is that the influence of poverty on learning is pervasive and profound, Hawley faults most reports on the state of American education for ignoring this critical fact. Hawley holds that although it is true that we need better teachers, higher standards, increased time devoted to academic work, more rigorous curricula and other reforms now on the national agenda, it is more important to recognize that schools are now serving a more diverse group of pupils than ever before. The nation's student body is becoming less affluent and less white, and school systems are becoming more socially, racially and ethnically diverse. To improve student learning, Hawley argues that early childhood education programs must be strengthened and extended; programs for students with special needs should be improved rather than abandoned; ways to teach effectively in diverse environments should be developed; school environments that provide teachers with intrinsic rewards and opportunities for professional growth must be created; education should be linked to other social services; and most important, attempts to reduce the incidence of poverty have to be made if we are to improve the schools for all children.

REFERENCE: William DeJong and Dwayne E. Gardner. "Demographics And Use Of Public Facilities," **Community, Educational, And Social Impact Perspectives.** Donna Hager Schoeny and Larry E. Decker (eds.). University Press of America, 1983, pp.61-74.

SUMMARY: After showing how the demographic picture is continuing to change in the United States, DeJong and Gardner discuss how continuing education, the schools, and other service providers have changed the types of services offered to meet the needs of an increasingly diverse clientele. DeJong and Gardner hold that, when compared with other public institutions, only public schools broadened the use of public facilities in the period from the mid-1930's to 1970. The "extended use" or "lighted schoolhouse" era was followed by the emergence of the human service center in the late 1960's and 1970's, in which very large complexes were constructed as interagency facilities. These interagency facilities were created as a means to enhance cooperation among service providers and eliminate duplication; to provide a "one-stop-shopping" location; to reduce capital investment and operating expenses; and to provide for better utilization of space. DeJong and Gardner hold that since 1970 there has been continued experimentation with cooperative use of public facilities, a further development of the "extended use" or "lighted schoolhouse" concept. Continued experimentation will determine if community education can help communities face the challenges of tomorrow.

REFERENCE: Joseph Ringers, Jr. **Community Schools And Interagency Programs: A Guide.** Midland: Pendell Publishing Company, 1978, pp.61-107.

SUMMARY: Joseph Ringers holds that there are many opportunities for developing interagency services using schools as the main locus. Because the development of the pupil could be either advanced or retarded by conditions in the home milieu, Ringers argues that closer coordination and cooperation al-

lows for faster, more efficient and cost-effective interventions when addressing adverse conditions in the home environment. Health, social service, job training and placement, recreation and law enforcement agencies should work together with the schools to provide the needed services. These services could be provided in the schools or at multiple sites. But Ringers holds that schools are the best site for the provision of interagency services because every community has access to them and they are generally located in an area that is familiar to the entire community.

REFERENCE: Educational Facilities Laboratories. **Community School Centers.** New York: EFL, 1979.

SUMMARY: The 1960's and 1970's saw the evolution of community school centers. These centers provided an array of services which included health, social services, day care and after-school care, senior citizen programs, job placement, training, counseling and public K-12 education. As models for interagency cooperation and community involvement, the centers provided schools with the opportunity to assume a lead role in expanding and coordinating community services. This report is divided into five chapters: planning, managing and designing community school centers; use of surplus school space for community school centers; and resources for community school centers.

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"Schools as Community Centers," **Changing Times,** 34, May 1980, pp.70-71.

IV.

Elements of a School-Based Service System: Annotated Bibliography

Many elements of the comprehensive school-based service delivery system envisioned by the Regents are already available in schools, ready to be used. Schools in partnership with other service providers can play a significant role in developing comprehensive systems to address service needs in economically depressed areas.

Regardless of the diversity of problems faced by distressed communities, certain program elements are desirable and should be provided on site or through coordination with other agencies and community institutions. These system elements include:

Coordination

Because coordination has proven to be crucial for the effective delivery of services in the community, service systems should have a site coordinator available to ensure smooth and continuous day-to-day operation. The coordinator, who need not be a school administrator, would have responsibility for assuring a collegial working relationship among participating agencies, providing for the efficient use of available facilities and resources, overcoming obstacles to the delivery of services, and assessing clientele perceptions of the way the service system meets their needs. Larry E. Decker and Sharon M. Rubright's article is a prime analysis of the role of the site coordinator.

Educational Components

With the growing recognition that the problems of individuals and their communities cannot be compartmentalized, the service delivery system should be comprehensively defined and designed to address both the educational and noneducational needs of community renewal areas. The educational components of a comprehensively defined service system include many elements already available to schools, among which the most important are:

A. Pre-Kindergarten and Latchkey Programs

The need for pre-kindergarten and latchkey programs is well established. The early years are critical for the sound development of children and as a foundation leading to competent and functional adulthood. Growing numbers of working parents require earlier and custodial services for their children. Pre-kindergarten and latchkey services should have strong educational, recreational, cultural and preventive health care components. Albert Shanker, President of the American Federation of Teachers, argues forcibly that public schools are best equipped to provide services for children in the pre-kindergarten age group. Deborah Burnett Strother focuses on programs designed to serve the needs of latchkey children, and highlights the advantages of latchkey programs on the children and the community as a whole.

B. Services to the Elderly

The elderly population is growing faster than any other segment of the population in New York State. During the next three decades, the above 60 age group is expected to grow at fifteen times the rate of the population below 60 years of age. As a consequence, by the year 2010, there will be close to 4.1 million persons over 60 in New York State, in contrast with slightly over 3 million in 1980.

A school-based service system should sponsor comprehensive services to meet the needs of the elderly and to involve the elderly in school activities. Francis P. Larkin emphasizes the need for schools to reach out to senior citizens, to seek support for educational programs, and to develop intergenerational programs for the mutual benefit of our youth and our senior citizens. Dale L. Berne argues that schools have not given adequate attention to the needs and interests of senior citizens, and outlines a plan of action to enhance communication with senior citizens and attract them to the schools.

C. Linkages With The Community

Community renewal areas are faced with scarce fiscal and human resources to implement development programs. Many of the needed resources must originate outside of the community renewal area via foundations, State programs, counties, and other units of local government, with the community contributing whatever resources and services it can. What is most important is that the community renewal area augment the limited resources available through a plan of coordinated action. David S. Seely argues that partnership is not to be considered an add-on to the present educational system but a new approach, and that a more forceful move into partnership is urgently needed. Herbert J. Walberg focuses on the importance of the family for the development of effective partnerships.

Richard W. Saxe discusses ways of discovering and creating resources that can help the school accomplish its objectives, and strategies to introduce new and unusual resources into the school and its programs.

D. Extended Day/Extended Year Programming

Diverse and complementary strategies are needed to improve academic achievement in schools located in distressed communities. As part of those strategies, schools may consider having a longer school day and a lengthened school year. Although we have not uncovered research findings that bear directly on the impact of these extended day programs among students from poorer socioeconomic backgrounds, the limited evidence which is available shows that a longer school day and a lengthened school year result in academic achievement gains. Jo Ann Mazzarella discusses the academic benefits of extending the school day and year and concludes, after reviewing available research, that academic achievement gains are obtained from a longer school day and year although the quality of the time spent seems to be a more critical factor.

Community Support Elements

The ability of schools to bring in services offered by other agencies is a key element in the development of school-based service systems. Only by combining educational and noneducational services in a comprehensive manner can the system begin to address the host of needs that are typical of community renewal areas. Noneducational elements should be related to specific needs that affect individual and community effectiveness. William Hunter discusses how the combination of the unique expertise of staff from a mental health center with that of school personnel can have a great impact on children who may be emotionally disturbed. John C. Purnell illustrates how a community group and government developed an agreement to provide services to pupils, after discovering that government was too limited to offer the direct services needed to help pupils from the public school system.

REFERENCE: Larry E. Decker and Sharon M. Rubright. **Building Level Coordinators / Directors and Community Education.** Virginia: University of Virginia Printing Office, 1979.

SUMMARY: Larry E. Decker's article is a prime analysis of the role of a site coordinator in community education. As a facilitator of a collaborative process, the site coordinator effectively performs as an agent of change, an activator, resource coordinator, and as a catalyst with the service delivery system, assisting the community to organize in the pursuit of agreed-upon goals. The coordinator is also responsible for the evaluation of activities and projects, contributions of provider agencies and the community as a whole, availability of facilities, implementation processes, and for the continued identification of new opportunities for cooperation among service providers.

REFERENCE: Albert Shanker. **Public Schools and Preschool Programs: A Natural Connection.** Washington, D.C.: American Federation of Teachers, 1975.

SUMMARY: Albert Shanker, President of the American Federation of Teachers, discusses the role of the schools in providing services for children in the pre-kindergarten age group. Shanker holds that public schools are best equipped for the task because programs should be available to all children, schools possess the expertise to move to the implementation stage without the creation of another layer of bureaucracy, and because the programs should contribute to the intellectual development of young children. Multiple providers, such as profit makers, private non-profits, and community action agencies, will produce a fragmented effort, duplication of services, and inhibit the creation of a strong constituency capable of securing the funding and public support for the success of the program. Shanker maintains that the placement of comprehensive child development in the schools would necessarily increase parental involvement and contact. It will also enhance the position of the school as a community center.

REFERENCE: Deborah Burnett Strother. "Latchkey Children: The Fastest Growing Special Interest Group in the Schools," **Phi Delta Kappan,** 66, December 1984, pp.290-293.

SUMMARY: Strother focuses on programs designed to serve the needs of latchkey children. A latchkey child is one who is regularly left without direct adult supervision before or after school. Strother holds that approximately 75 percent of parents surveyed said that every community should have supervised recreational programs available for latchkey children. Latchkey programs are effective in stimulating parental support for the schools, attracting and retaining students in the schools, promoting a more efficient use of school facilities, and reducing the incidence of school vandalism and juvenile delinquency. Strother states that there is conflicting evidence as to the impact on children who have to care for themselves. Some researchers maintain that children who routinely care for themselves seem to be more fearful than those who receive adult supervision. There is no doubt that there are risks for children caring for themselves in urban areas.

REFERENCE: Francis P. Larkin. "How Educators Can Increase Communication With Older Citizens," **Education Digest,** 48, November 1982, pp.32-34.

SUMMARY: Francis P. Larkin stresses that older citizens are now healthier, better educated and more active than previous generations of senior citizens. As a consequence, the senior citizen voting group is beginning to have a great impact on educational processes and budgets. Schools need to reach out to senior citizens to seek support for educational programs. Larkin points out that there is an objective need to develop programs bringing together the young and the old. These in-

tergenerational programs have proven very effective in improving relations and understanding between the younger and older generations. In working with senior citizens, school districts should be particularly careful not to stereotype or patronize senior citizens.

REFERENCE: Dale L. Berne. "A High School Remembers the Senior Citizen," **Clearing House,** 45, May 1971, pp.545-546.

SUMMARY: Dale L. Berne holds that increased involvement of people in public education will diminish the information gap between what schools would like to do for the children and what the public thinks schools are doing for and with the children. Berne believes that schools have not given adequate attention to the needs and interests of senior citizens. School administrators and student councils can develop a plan of action to communicate with the senior citizens. This plan can serve as a foundation to improve learning for better citizenship and school-community relations.

REFERENCE: David S. Seely. "Partnership Time Has Come," **Educational Leadership,** September 1986, pp.82-85.

SUMMARY: David S. Seely holds that the time to rely on community partnerships to face the challenges of educational reform is now. Seely maintains that partnership is now much more a part of the rhetoric of school reform than part of the agenda for action. A gradual strategy and a bolder strategy are the two vehicles to move away from rhetoric on educational partnership to action. A gradual strategy may include school volunteers, peer tutoring, cooperative learning, business partnerships, parent-teacher conferences, home visits, and alternative schools. But Seely maintains that none of those practices alone will produce a change from a school system based on a delegation model to one based on partnership. The maintenance of delegation, service delivery and bureaucratic accountability as the main policy framework will keep partnership at the fringe of educational reform. A more forceful move into partnership can only be achieved through a bolder strategy. It is now time to start talking about: the centrality of partnership to school reform; parent, community, business and student partnership; and partnership and collaboration to achieve shared goals instead of just participation and involvement. Partnership is not to be an add-on to the present educational system but a new approach to education.

REFERENCE: Herbert J. Walberg. "Families As Partners In Educational Productivity," **Phi Delta Kappan,** February 1984, pp.397-400.

SUMMARY: Herbert J. Walberg focuses on the importance of the family in developing partnership. Because children spend so much time at home or under parental control, changing home conditions and the relation between home and school should have a substantial impact on learning. The "curriculum of the home" is indeed twice as good a predictor of academic learning as the socioeconomic status of the family. Parents' roles in partnership include: audience for a child's work; home tutor; co-learner; supporter of school programs; advocate before school boards and other officials; committee member; and paid school worker. More parental involvement than now exists is an essential element in solving the national crisis in educational productivity.

REFERENCE: Richard W. Saxe. **School-Community Interaction.** Berkeley: McCutchan Publishing Corporation, 1975, pp.141-162.

SUMMARY: Richard W. Saxe maintains that local community resources are largely unknown and seldom used to full advantage by educators. By resources Saxe is referring to the people and materials situated in the school community that can contribute to the accomplishment of school and community objectives. Resources could be brought from the community to the school, and from the school to the community. The utilization of community resources builds community support for the schools at the same time that it helps accomplish other educational and service objectives. Community resources may include volunteers and paid aides. Volunteers could serve as guest speakers and tutors, and could be recruited from such groups as housewives, professionals, retired persons and senior citizens, and young people.

REFERENCE: Mazzarella, Jo Ann. "Longer Day, Longer Year: Will They Make A Difference?" **Principal,** May 1984, pp.14-20.

SUMMARY: Mazzarella addresses the controversy on the academic benefits of extending the school day and year. She examines the research foundations of the recommendation made by the Commission on Excellence to use the existing school day more effectively and to have a longer school day and a lengthened school year. Based on her review of the available research, Mazzarella concludes that achievement gains do result from a longer school day and lengthened school year. However, she also underscores the findings of recent reports showing that the quality of the educational experience is more important than the length of the school year or day in determining academic achievement. Furthermore, she cites some literature which demonstrates that the impact of school years of different lengths on academic achievement is inconsistent. She does not specifically review the impact of the extended day or extended year program on high-risk students in this particular article. Mazzarella concludes by observing that we must first use the time spent by our children in school better before we consider having a longer school day or lengthening the school year.

REFERENCE: William Hunter. **Mental Health and Learning: When Community Mental Health Centers and School Systems Collaborate.** Washington, D.C.: Department of Health, Education and Welfare, 1972.

SUMMARY: William Hunter discusses how a mental health center with a small staff can enhance its total impact through consultation with school personnel. He maintains that the combination of the unique expertise of staff from the mental health center and school personnel can have a great effect on children showing signs of emotional disturbance. The consultation and educational services provided to the clientele are rendered at reasonable costs. Hunter also holds that consultation between the mental health center and the schools is very helpful to the teachers in helping disturbed children become more effective persons.

REFERENCE: John C. Purnell. "Richmond, Va., agencies have pooled their resources to offer more comprehensive service delivery for public school children," Robert M. Myers et al. "Building Education Into Youth Services," **Human Needs,** Vol. I, No. 3, September 1972, pp.2-32.

SUMMARY: John C. Purnell describes the development of an agreement between the Friends' Association of Children and the local department of social work services in Richmond, Virginia to help public school children. Because the staff of the Department of Social Services was too limited to offer the direct services needed to help pupils in the public school system, the two agencies reached an agreement to provide services to the pupils. The Friends' Association concentrated its group services on the pupils, while the two staffs cooperated in the delivery of services.

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